"Connecting the Dots"
Enhancing Education Through Technology (EETT)
07- 08 RFP Workshops
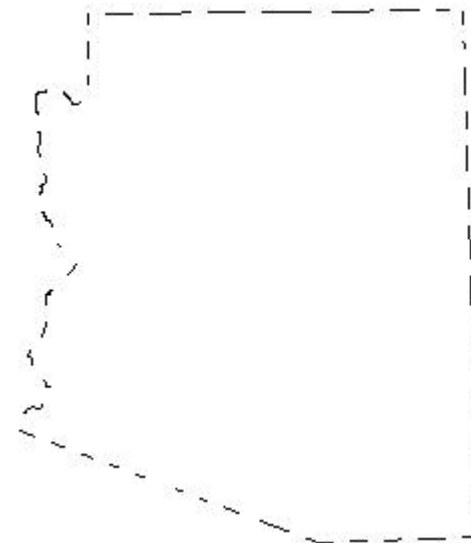
Tom Horne
Superintendent of Public Instruction

Arizona Department of Education

Educational Technology

http://www.azed.gov/technology/

Connecting the Dots In Arizona

Arizona has many resources and lots going on . . .

- **IDEAL**
  - Professional development opportunities and resources such as ASSET, formative assessment, School Improvement Resource Guide, AIMS practice tests, online school improvement plans etc.
- **Data**: Teacher Technology Assessment, AIMs, Student Technology Assessment, Professional Development Needs etc.
- **Professional Development:** Arizona adopted National Staff Development Council Standards*http://www.nsdc.org/standards/index.cfm*
- **SIT Project:** Regional TISs that are master teachers and provide Intel Teach, Thinkfinity, iSAFE, and tech integration into State Standards

Arizona Statewide Instructional Technology Project
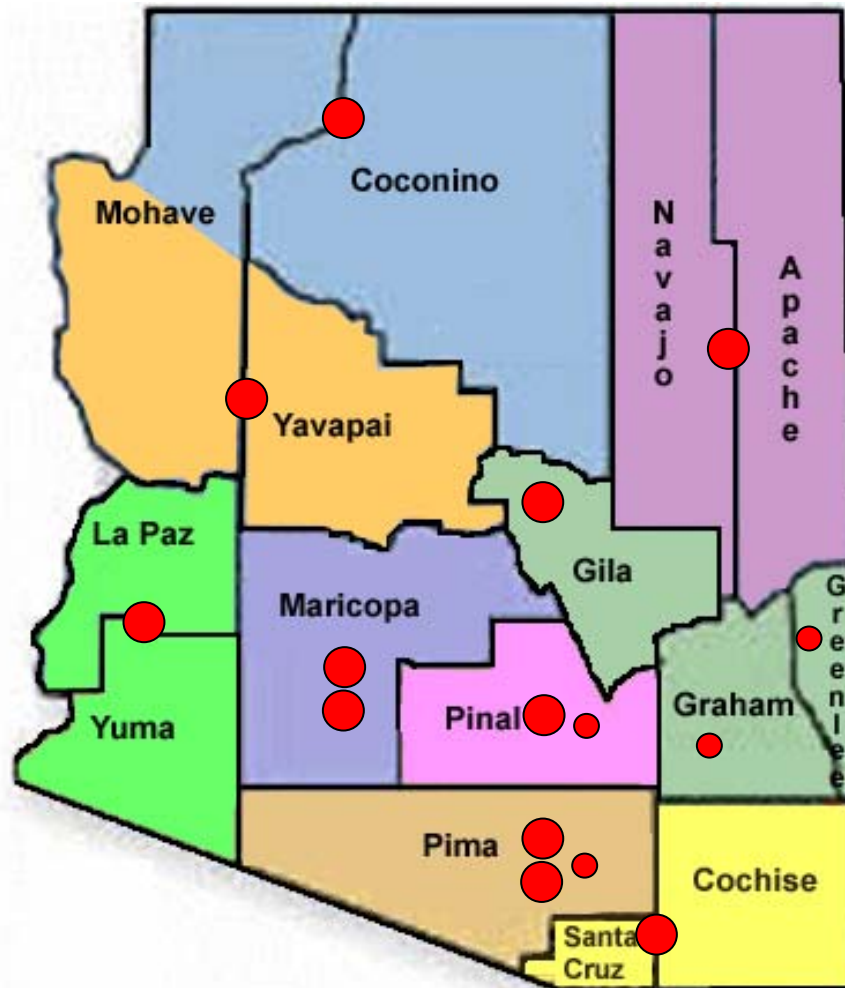
🔴 **Represents Technology Integration Specialists (TISs) in County Clusters to support the SIT Project**
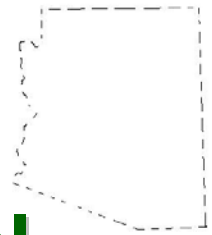**http://www.azed.gov/technology/sit/SITContacts.pdf**

Connecting Dots at National Level

- SETDA, ISTE, CoSN
- EETT, Title I, II, III Federal programs that allow technology purchases
- Good research-based models of success
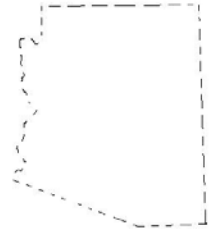- ETAN another really good source of information

http://www.azed.gov/technology/
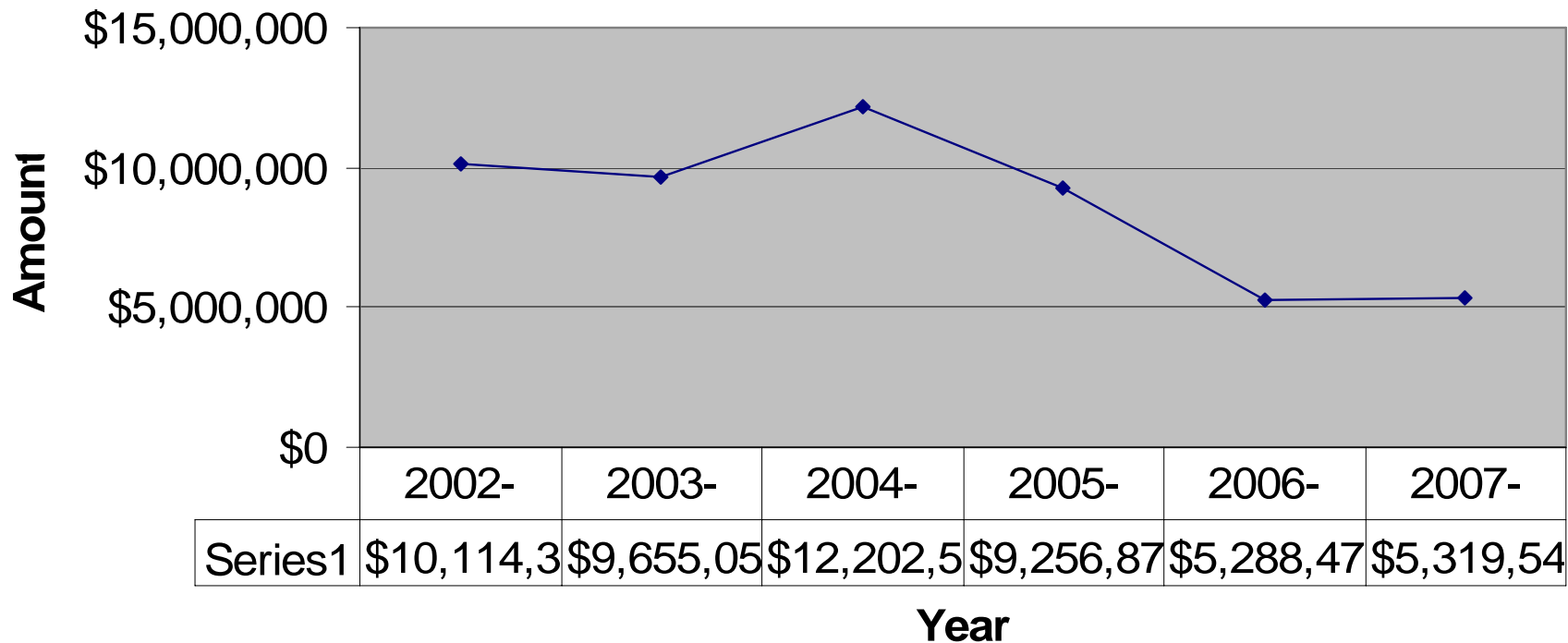
Purpose of this Request for Proposal

To bring all these resources together rather than having them disjointed and separated.

We are building the models and empowering our teachers with high quality professional development for sustainability. When and if the funding goes away, you will have the resources to continue with improved student achievement.

The Funding Trend

6 Years of EETT Funding

	2002-	2003-	2004-	2005-	2006-	2007-
Series1	$10,114,3	$9,655,05	$12,202,5	$9,256,87	$5,288,47	$5,319,54

Amount (y-axis): $0, $5,000,000, $10,000,000, $15,000,000

Year (x-axis)
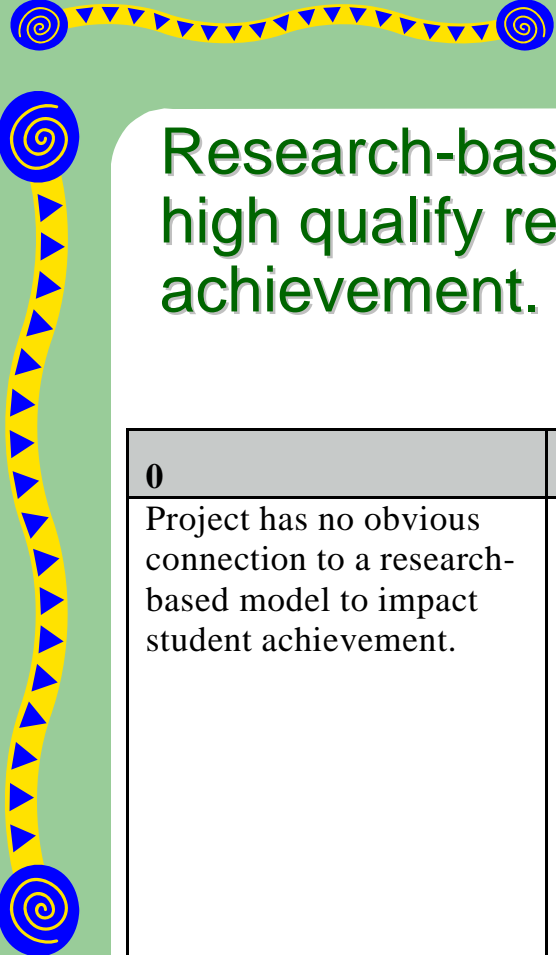
6 Year Total: $51,836,819

07 – 08 EETT
New Grant Competition

- RFP opened April 6, 2007

- 2 year grants ranging from $200,000 – $300,000 per year (based on # of teachers and students included). The emphasis should be on collaboration and partnerships.

- Funding is $1,636,785 for 5 to 7 grants awarded

- Focus is on **_research based impact models_**

- Grants distributed equitably among urban and rural LEAs.

- 4 Grant RFP workshops - in Flagstaff, Tucson Phoenix and Tempe

Research-based: Articulate how the project is based on high qualify research and will improve student academic achievement.

0	1	2	3
Project has no obvious connection to a research-based model to impact student achievement.	Project is based on non peer-reviewed vendor supplied research data that supports this project's likelihood to positively impact student performance and implementation matches the model.	Project is based on in-house supplied research data that supports this project's likelihood to positively impact student performance and implementation matches the model.	Project is based on high quality, independent research that supports this project's likelihood to positively impact student performance and implementation matches the model.

A. EETT Purpose/Goals

- Goals: (Arizona will use these)

  – Improve student academic achievement through the use of technology in elementary and secondary schools

  – Assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the 8th grade

  – Encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated

B. Eligible LEAs

Eligible LEAs or an eligible partnership, (list of qualifying LEAs may be found at:

http://www.azed.gov/TECHNOLOGY/downloads.asp
This is important in picking your partners!!!!

Must meet a or b

    a)   **LEAs with 29% or more of their students in poverty OR**

    b)   **A single large district with 10,000 or more students living in poverty (Tucson Unified, Mesa and Phoenix Union are only that fit this)**

AND either

    c)   **Serves one or more schools that are low performing on NCLB AYP academic performance measures, eligible for program improvement status;**

OR

    d)   **Has substantial need for assistance in acquiring and using technology.**

C. Partnerships/Consortiums

- **Must** include **one high need LEA** as the qualifying LEA (**does not need to be the fiscal agent**)

- Additional LEA partners are encouraged

- See Page 3, Section C. for other partners

- All partners share responsibility, goals, and accountability for project and must have a Tech Plan that will last the duration of the project and it MUST address this project's goals. (absolute priority k)

Equitable Participation Provisions

LEAs are required to provide timely and meaningful consultation with private school officials within their boundaries for equitable use of federal funding.
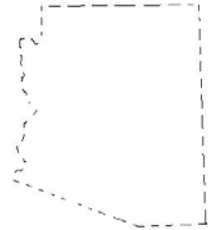
Information found at:

http://www.ade.az.gov/technology/downloads/ed_tech_guidance.pdf

and

http://www.ed.gov/about/offices/list/oii/nonpublic/index.html.

D. Absolute Priority

a) Must correlate project to school/district school improvement plans.

b) Must use AIMS and/or District level data to identify project will focus

c) Must describe support the National Staff Development Council standards Page 9 of RFP http://www.nsdc.org/standards/index.cfm.

d) Must interweave ADE's technology resources, such as professional development the State Integration Technology (SIT) Project and Technology Integration Specialists (TISs) provide

D. Absolute Priority (cont)

e) Must adopt a research-based impact model (**Section H**).

f) Must incorporate the use of a Peer Coaching model

g) Must continue and expand Technology Literacy for AZ students.

h) Must incorporate the professional development and resources available through IDEAL

D. Absolute Priority, (cont)

i) Must allocate 50% of the funds to high-quality professional development

j) Must provide 50% matching funds.

k) Must be a partnership with measurable resources and services

l) All LEAs must have an approved technology plan on file with ADE covering the two year project
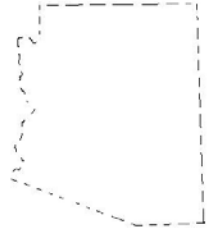
E. Accountability Requirements

- Require 50% of project teachers impacted by the grant take a teacher assessment (details will follow.)

- Must set aside 3% of the total budget for student *Technology Literacy Assessment (TLA by Learning.com).*

- Must send appropriate staff to an Accountability Workshop in late August 2007 and 2008

E. Accountability Requirements, cont.

- Must participate in on-site spring visit by ADE's external evaluator.

- Must schedule an iSafe (or equivalent content) workshop, provided by local TIS at the beginning of the school year. CIPA www.fcc.gov/cgb/consumerfacts/cipa.html.

- Must complete the Self Monitoring Reports twice a year – November 2007 and 2008 and April 2008 and 2009.

E. Accountability Requirements, cont.

- Must complete End-of-the-Year Evaluation Reports, both financial and narrative report (part 7 of this year's application)

- Are expected to disseminate project results through publication, presenting at regional (AzTEA) or state conferences (MEC) or other methods to share results

H. Impact Models

- **eMints**
  http://www.emints.org/
   How to use for EETT:
  http://www.emints.org/application/titleIID_other.shtml
- **Technology Immersion Project (TIP)**
  http://www.txtip.info/home.html
- **Intel Teach Program**
  http://www97.intel.com/education/teach/
- **GEN-Y**
  http://genyes.com/

Coaching Models
- **Peer Coaching**
  http://pc.innovativeteachers.com/mpc_web/default.aspx
  http://www.pugetsoundcenter.org/edLAB/peer_coaching_t
  raining.html

eMINTS http://www.emints.org/

- Equipping the classroom and the teacher
- Resources to support an EETT application
  http://www.emints.org/application/titleIID_other.shtml

eMINTS EETT program information

Descriptions - eMINTS professional development program.
Matrix of eMINTS PD, by roles and programs
Costs - Use this table to learn about participation fees for eMINTS programs.
Fact sheet (PDF 68 KB) - Use this fact sheet to share basic information about eMINTS with team members who may be writing a proposal.
Equipment - This link provides current, minimum specifications for equipment and software required for eMINTS implementations.
Cost estimator (XLS 47 KB) - Use this downloadable spreadsheet to begin developing a budget for your eMINTS implementation.

Technology Immersion Project (TIP)
http://www.txtip.info/home.html

- The Technology Immersion Project is implementing an entirely new concept in educational technology—total immersion of teachers and students in technology.

- TIP steps beyond 1:1 computing experiments to completely envelope campuses in technology, extending learning beyond classroom walls and beyond the school day.

Six Critical Components of Technology Immersion
(1) Professional development
(2) A wireless mobile computing device
(3) Productivity, communication, and presentation software.
(4) Online instructional resources
(5) Online formative assessment tools.
(6) Technical support

Intel Teach
http://www.intel.com/education/teach/

- Intel® Teach Essentials Course (online version coming soon)
- Intel® Teach Thinking with Technology Course
- Intel® Teach Leadership Forum.

NOTE: ASSET and ADE are a partnership to provide ample Intel Training through the SIT Project so training is FREE (TIS travel probably should be built into budgets and LEA's must provide access to productivity software.)

Gen-Y http://genyes.com/

- GenYes Students train teachers
- Students learn to collaborate with teachers throughout the school to create unique projects that **integrate technology into the curriculum**.
- 10 years of research shows GenYes changes the way teachers use technology in their classrooms, all for less than the cost of a one-day workshop.

Peer Coaching
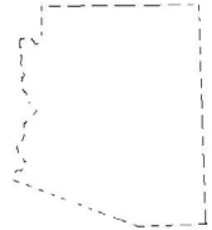
- Designed to train teacher leaders to serve as peer coaches for colleagues to develop the necessary technology skills and instructional strategies needed to integrate technology into teaching and learning.

About Peer Coaching	Portfolios	Web Lessons	Coaching Chronicles	Coaching Tools	Tech Support	Choose language english ▼

Welcome to the Peer Coaching Program

The Peer Coaching Program is designed to train teacher leaders to serve as peer coaches for colleagues. As coaches, these teachers will assist their peers in identifying ways to enhance standards-based instruction and to offer their students engaging, technology-rich, learning activities. In doing so, peer coaches will help their colleagues to develop the necessary technology skills and instructional strategies needed to integrate technology into teaching and learning.

"Working with a peer to create projects that align student activities to standards helps me to create dynamic, technology rich learning experiences with students."
-- Maria Muzzo, 6th grade teacher

About Peer Coaching
Learn about the Benefits of Peer Coaching in this section. Peruse an overview of Program Activities and understand the 3 basic Coaching Models.

Portfolios
Leads coaches to a web-based tool they can use to identify resources that would be useful for coaching at their school.

Coaching Tools
Provides coaches and collaborating teachers with a wealth of teaching and coaching resources.

Web Lessons
Examples of strong, technology-rich learning activities created by participants in the program.

Coaching Chronicles
Reflect the coaches' successes as they complete the program. Coaches share their ideas on successful peer coaching in these chronicles.

Sessions
Leads you to the content of the program for each of its ten sessions.

Discussion Groups
Offers coaches a variety of forums to extend their learning by sharing ideas, concerns, solutions and resources with other coaches.

G. Fund Use

Funds received **shall be used to supplement, and not supplant**, state and/or local funds that would otherwise be used for proposed activities.

Funds are to be used to support the implementation of a research-based professional development model.

See Page 5 of RFP

Budget page correction

- Application page 7
- Admin 3% should read:

"This is the amount set aside by ADE for payment of the on-line technology assessment system."

J. Review Criteria – 10 points possible

Five priority points will be awarded to proposals that have included two or more high need LEAs in their partnership or consortium proposal.

And

Five priority points will be awarded to proposals that have successfully implemented an EETT Title II Discretionary Grant in the past two years and have provided information and data that supports their success in Appendix C of the proposal.

Proposal Requirements

Competition closes at **5:00 p.m.** on **Friday, May 18, 2007**

- submitted in electronic form
- one (1) Original <u>and</u> three (3) copies

Application has 6 parts plus Appendix A and B

- Evaluation Matrix for 2007-2009 is Part 5 <u>http://www.azed.gov/TECHNOLOGY/downloads.asp</u>

I. Review/Evaluation of Proposals

ADE uses the peer review process

- Training for Evaluators and Proposals distributed – May 22

- Evaluations completed by June 7

- Team Evaluations June 8

- Recommendations to State Board

- State Board Meeting – June 25

Discretionary Funded EETT LEAs in FY06 & FY07

Must complete Part 7 "Lessons Learned"

Part 7 is a program requirement for EETT sub-grantees and will not be scored

Appendix C

    five extra points awarded for Appendix C

    one (1) page narrative

Documents you have (also on-line)

- RFP – what you need to know to apply
- Application – what you need to fill out – some is embedded and some will be attachments There are page limits to some sections and overall proposal is 20 pages excluding appendix)
  - Appendix A & B Partnership forms
  - Budget forms
  - Evaluation Matrix
  - Lessons Learned – for previously funded – no points but required
  - Appendix C if claiming priority points previously funded
- Rubric – what the reviewers will use to score

What's the Closing Date?

Friday, May 18, 2007

@ 5:00 pm

For More Information Contact:

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